

CA22N
CI
1989
T22




A Teacher's Guide

Welcome to
Canadian English
Part 1 and Part 2



Ontario

Ministry of Gerry Phillips
Citizenship Minister



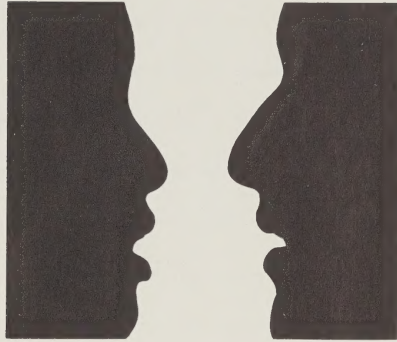
Digitized by the Internet Archive
in 2022 with funding from
University of Toronto

<https://archive.org/details/31761114693708>

A Teacher's Guide

Welcome to Canadian English

Part 1 and Part 2





Published by the
Ministry of Citizenship.
Funded by the Federal Department
of the Secretary of State.
Printed by the Queen's Printer
for Ontario
Province of Ontario
Toronto, Canada.

© 1985 Government of Ontario
Rep. 1989

Copies available from the
Ontario Government Bookstore,
880 Bay St., Toronto
for personal shopping.
Out-of-town customers write to
Publications Services Section,
5th Floor, 880 Bay St., Toronto, Ontario,
M7A 1N8. Telephone 965-6015.
Toll free long distance 1-800-268-7540;
in Northwestern Ontario 0-Zenith 67200.

CONTENTS

Acknowledgements	2
Introduction	3
Vocabulary	4
Conversation	5
Words for the Conversation	10
Extension with Choices	12
Communication Activity	14
Speaking Activity	17
Reading <u>or</u> Reading and Writing	18
Useful Information	22
Grammar	26
Pronunciation	28
Extra Study	29
Photo Story	31
Dialogues with Choices	33
Photos without Words	34
Speaking Activity with Choices	35
Cultural Discussion	36
Contents of the Student's Handbook	37-46

ACKNOWLEDGEMENTS

The people mentioned below are acknowledged for their contributions to the strengths of this course. For the weaknesses, the authors accept responsibility.

Special thanks are due to Sylvia Warner at Seneca College for her contributions to direction, content and methodology.

We also gratefully acknowledge:

- o the many teachers throughout Ontario who field-tested parts of the material, for their comments and suggestions, and the co-ordinators who made it possible;
- o people in the ESL community who reviewed parts of the material, for their ideas and comments, with special thanks to Wendy Allen;
- o the staff at the Welcome House Language Classes for their ideas, continued support, editorial comments and co-operation in testing, with special thanks to Farhat Ahmad;
- o the staff at the Newcomer Services Branch who provided support and editorial help;
- o the counsellors at the Welcome House for their interest in this project and for providing background information on our characters;
- o the many people in government departments, business and industry, or non-profit organizations who helped us with the Useful Information pages or contributed to the authenticity of our situations and characters;
- o the members of the support staff for their patience and effort, with special thanks to Joyce Peck;
- o those people who graciously offered their place of business or their home as a setting for photography, and those who played major or minor character roles.

We thank all those people whose generous sharing of ideas through conversations, books or articles have been a help to us.

INTRODUCTION

This Teacher's Guide accompanies the course **Welcome to Canadian English: A Handbook for Students Living in Ontario**, Part 1 (pages 1-132) and Part 2 (pages 133-274). The course is intended for adult immigrants to Ontario who are learning English at the beginning level.

Many of the earlier activities are designed to include non-literate students. The course also accommodates learners working independently, either at home or in the classroom.

The objectives of the course are:

- o to provide students with language they require for everyday situations;
- o to provide an understanding of basic grammar;
- o to provide an opportunity for the learner to take an active role in the learning process;
- o to provide a relaxed and non-stressful learning situation in which students can set their own standards and pace;
- o to provide important information for immigrants in Ontario.

ABOUT THE LEARNER

The learner's progress may be affected by: stress or shock; fatigue; age; fear of making mistakes; the degree of difference between our language or culture and the native one; differences between student's and teacher's preferences in methodology; and many other factors. This course provides or suggests a variety of classroom approaches, and most important, the reduction of stress in classroom activities is emphasized.

Encourage spontaneous input from the students, basing your lesson on this wherever possible.* Suggestions are given for using the textbook material or theme as motivation for this input.

ABOUT THIS GUIDE

The headings in this Guide, such as **Vocabulary** and **Conversation**, correspond to headings found throughout the Students' Handbook, Part 1 and/or Part 2. The teaching suggestions refer to those general headings rather than to any specific units. For reference, a page number from the Student's Handbook accompanies each heading.

The contents for each unit of the Student's Handbook are found at the end of this Guide.

* See "Our Lives" published by Learnxs Press, October 1984.

VOCABULARY

See Student's Handbook, page 30.

Vocabulary is usually presented for use in some following activity. The use of numbers and the separation of words from pictures, facilitates classroom work and makes self-study possible.

TEACHING SUGGESTIONS

Comprehension

Students cover the words and look only at the pictures. Teacher says a word; students give the number of the corresponding picture.

For Pronunciation

Students give the numbers. Teacher says the words. (Students may want to hear the pronunciation many times.)

Recall

Students cover the words and look only at the pictures. Teacher says a number; the whole class says the word. (This puts no pressure on an individual.)

Pair Work

Pair a literate person with a non-literate person. The literate person reads a word aloud; partner identifies the corresponding picture by saying the number or by pointing.

Missing or Jumbled Letters

Teacher presents words with missing letters or alternatively, with letters out of order. Students fill in the missing letters or rearrange the jumbled ones.

Spelling

Teacher says words with their accompanying numbers and the class writes them. Students use the numbers to check their own spelling. If this dictation and self-correction are done twice using the same words, students get a sense of progress in spelling and in recall before they get to the demanding task of trying to pronounce.

Self-study

Students cover the words and try to recall them from the pictures, either saying them or writing them.

CONVERSATION

See Student's Handbook, page 1.

The **Conversation** is designed to present language functions (e.g. introductions, requests) in context. The four main activities are guessing, listening and trying, further listening, and practising.

TEACHING SUGGESTIONS

Guessing

Students are asked to guess what the characters are saying. This technique does work. Every class as a whole knows a few words of English. The idea is to draw out this knowledge. Students gain confidence in what they already know, feel successful and have fun experimenting. If there are no guesses for a certain picture, move quickly to the next; not every picture needs a guess. Scene-setters appear before the dialogue begins in picture 1. They are intended for quiet examination to help round out the context of the conversation. To prevent students from looking at the text page, pictures could be put on an overhead projector.

- o Before any guessing, ask students to look at all the pictures. (The meaning of a picture may depend on those that follow it.)
- o To elicit dialogue rather than commentary, indicate speech coming from your mouth and from the character's mouth.
- o Allow everyone to speak at once.
- o Accept every contribution as valid, however minimal, without correction or judgement. Initially, the class's entire "conversation" may amount to a few tentative words. Give it stature by approving and having the class go through it several times, louder.

The Textbook Conversation

After guessing, students listen to the textbook conversation in a more purposeful way, that is, with an ear to filling in their individual gaps of knowledge. Because they are looking at the pictures only, students are not distracted by the spelling when they hear the pronunciation, and non-literate students are not at a disadvantage.

Using natural rhythm and intonation, and contractions, present the **Words for the Conversation** while students look at the pictures only. Pause between lines so that students can absorb what they hear. Ask students not to write on this page so that the pictures can be used later for review. Repeat the conversation as often as the class wishes, until they feel ready to try it. Then, directing them by picture number, have the students say the conversation together. If necessary, the class can listen to it again and try it again. Early on, the students will want to see the text; have them examine it and then ask them to turn back to the pictures without words.

Listening Activities

*If the class hasn't picked up the **Conversation** by now, or if pronunciation needs improvement, listening activities can help in a non-stressful way. Students look at the pictures only.*

o Recognizing Sentences

Teacher says a line; students say the number of the corresponding picture. Present the lines in sequence at first, then in random order. Continue until students can identify the lines easily in random order.

o Recognizing Parts of Sentences

Teacher says parts of lines, for example, "to meet you". Again, students identify what they hear by giving the picture number. When students can identify large parts of sentences easily, present very small parts, such as "to meet"(tə mēt), pronouncing the unstressed vowel (ə) in its reduced form. Students will get to the point where they can identify the picture by (tə). This will focus attention on an unfamiliar and difficult aspect of English pronunciation. For fun, accelerate the pace, alternating between two items to see if the class can keep up with you. Contrast items that may be confusing, e.g. **I** and **you**, or **he** and **she**.

o Student-controlled Activity

A student gives a picture number; teacher says the line. (This gives students some control, enabling them to learn according to their own ability and in their own style.)

o Stress and Rhythm

Give the rhythm of a sentence, e.g. "Dum da dŭm dum" (Nice to meet you). Students identify the sentence by number or by saying it.

Conversation Practice

*Because there is a picture for every line, students can use the pictures as a guide. As in real life, they need not remember the entire sequence, only one line at a time. Expect that individuals will learn the **Conversation** to different degrees of accuracy and fluency, and some perhaps for comprehension only.**

* There are many good books and articles available to help you with basic beginners. For example, see "Before Book One: Listening Activities for Pre-beginning Students of English" by John R. Boyd and Mary Ann Boyd, Regents Publishing Company Inc., 1982.

See also "The Evolution of the Comprehension Approach" in "Innovative Approaches to Language Teaching" ed. by Robert W. Blair, Newbury House Publishers, Inc. 1982.

o Class Practice

Have all the women in the class speak for one character and all the men for another, or all the people on the left speak for one character and all the people on the right for another.

o Role-play

Students role-play the **Conversation**. (Getting up in front of the class must be voluntary; it is fun for some, stressful for others.) Where personal information is involved, students practise giving their own.

Have students practise in pairs. Teacher circulates, helping with pronunciation or answering questions.

A language function such as introductions (page 21), can be role-played with regard to other contexts as well, such as: in the students lounge, on seeing a neighbour, at a party.

o Review

Review the **Conversation** at the next lesson, as well as some of the preceding conversations, thus building up a "repertoire".

o Alternative Technique

The "Erase" game. This is a blackboard technique for presenting and teaching the textbook conversation.

1. Write the entire conversation on the blackboard.
2. The class reads it.
3. Erase one word or phrase that you are sure the class will remember.
4. The class reads the conversation through as though nothing were missing.
5. Ask the class what should be erased this time. It might be a phrase or sentence, or several at once. (This allows students to control the pace.)
6. The class "reads" the entire conversation, again as though nothing were missing.
7. Repeat steps 5 and 6 until the class is "reading" from a blank blackboard.

Other Activities

o Personal Discussion

Elicit students' opinions, tastes and experiences through questioning.*

The easiest questions are those that require only a yes or no response, e.g. after page 10:

Do you drink coffee?

Do you drink tea?

Do you go out of the classroom on your coffee-break?

"Either-or" questions require only a one-word or one-phrase answer, and the answer is contained in the question, e.g.

Do you prefer tea or coffee?

Do you stay in or go out on your coffee-break?

These questions are more difficult:

What do you like to drink?

What do you like to do on your coffee-break?

Here is a model for a more challenging personal activity: Teacher talks briefly about herself or himself, e.g. about family or clothing habits. Teacher uses gestures or simple props like photos or wearing apparel to aid comprehension and then to reinforce key vocabulary. After a vocabulary practice, students pair up and talk to one another, following the teacher's model. (In the case of "family," they could prepare by bringing photos from home.)

o Discussing the Characters

Ask students to comment or guess about the characters, e.g.

"Where do you think Tony is from?"

"How old do you think he is?"

To bring new students up to date, review previous episodes with the class. For example, before page 9 ask:

"Does Ana know Tony?"

"Where did they meet?"

* See pages 76 to 80 in "The Natural Approach" by Stephen D. Krashen and Tracy D. Terrell, the Alemany Press, 1983, and Pergamon Press.

o Discussing Culture

Compare customs of different countries, e.g. "Who introduces oneself first, a man or a woman, or does it matter?"

o Total Physical Response*

Teacher gives instructions; the students act them out. You can get ideas for these instructions from the illustrations, e.g. after page 1:

Shake hands with(Student 1).
Shake hands with(Student 2).
Point to the map.
Point to your own country.
Sit down.
Turn around and look at the student behind you.

For reading practice, present instructions on flash cards for students to act out. Several sets of flash cards would enable students to work in pairs or groups.

o Field Trips

These could relate to the theme of a conversation. In a multi-level class, tasks and follow-up exercises can be designed for a variety of levels. A simple field trip after Unit 2, for example, would be a trip to the coffee machine.

* "Learning Another Language Through Actions" by James J. Asher, Sky Oaks Productions, California, 1982. The approach in this book is referred to as the Total Physical Response.

WORDS FOR THE CONVERSATION

See Student's Handbook, page 2.

*The students are already familiar with this **Conversation** in its spoken form. Now it can be used for simple reading, writing and spelling exercises.*

***Other Sentences You May Hear** follows **Words For The Conversation**. This segment is not for very basic students. It is intended to increase comprehension and to give practice in understanding a sentence even when some of the words are unfamiliar.*

TEACHING SUGGESTIONS

Reading

Students read the lines aloud, first using the pictures and then without the pictures. (Semi-literate students may be able to sight-read, using the length of the line as one of the cues.)

Missing or Jumbled Words

Teacher gives sentences with words missing or with words out of order. Students fill in the missing words or rearrange the jumbled ones.

Jumbled Conversation

Teacher gives sentences out of order. Students rearrange in a logical order.

Dictation

Teacher dictates phrases or sentences from the **Conversation**. Students correct their own work by referring to the text.

Writing

Students look at the pictures without words and write the corresponding sentences in their notebooks. (By checking their work, the teacher may identify problems in pronunciation. A "spelling" error can sometimes be an indication that the word has not been heard correctly.) Students can also work independently and then check their own work; group work would make this activity easier.

Other Sentences You May Hear

Teacher says one of the **Other Sentences** while students are looking at the pictures of the **Conversation** without words. Students identify, by number, the picture that fits the sentence.

Review

Teacher says one of the **Other Sentences** and asks "What's another way to say that?" Students give the corresponding original line of the **Conversation**.

Matching Sentences

When you are further along in the book, prepare a handout that reviews sentences from several different units, e.g.

"Match the sentences that mean almost the same and put the letter in the box."

Sentences from the Conversation

1. ☒ What do you do?
2. ☐ Please spell this.
3. ☐ What's your family name?

Other Sentences You May Hear

- A. How do you spell this?
- B. What's your surname.
- C. What's your job?

For independent work, provide an answer key.

Pair Work

Once the handout above has been completed correctly, one student covers the answers in the first column. Partner says a line from the first column. First student says the matching line from the second column.

Rephrasing

The sentences in the handout can be used for rephrasing. One person speaks to another who pretends not to understand. The first person must rephrase the sentence:

First Speaker: "What do you do?"

Second Speaker: "Pardon?" or "I don't understand."

First Speaker: "What's your job?"

Pair students so that a more advanced one is the first speaker and a more basic one is the second speaker.

EXTENSION WITH CHOICES

See Student's Handbook, page 39.

*This gives students a choice of what they say and brings in the element of unpredictability. As in real life, students must listen carefully in order to make an appropriate response. This activity also helps make oral practice more interesting through the recombining of a limited number of sentences into several different mini-conversations. If your class has just finished practising the sentences of the **Conversation**, save **Extension With Choices** for another time, since it involves a similar kind of practice.*

TEACHING SUGGESTIONS

Choices and Responses

Ask a confident student to say line 1. Teacher chooses to say either line 2 or line 3. The student gives the appropriate response, line 4 or line 5.

Practice

Teacher practises with each student, sometimes choosing line 2 and sometimes line 3, until there is no hesitation on the students' part in responding appropriately. Then a student can take the teacher's place and practise with other students.

Pair Work

Each pair decides who speaks first; then choices are made and responses given. Later they switch roles or partners.

More Complicated Extensions

Page 55 is an example. Students number the four possible conversations and teacher puts the numbers on the blackboard. Students demonstrate them before the class breaks into pairs.

First conversation: 1,2,3,7

Third conversation: 1,2,5,8

Second conversation: 1,2,4,7

Fourth conversation: 1,2,6,9

Scramble:

The lines of the **Conversation** and the **Extension With Choices** are often closely linked. They can sometimes be combined into several different conversations.

For fun, try this-

1. Prepare several sets of these lines on strips of paper. In each set, include several duplicates of each line. Put the sets in envelopes.
2. Arrange class in groups and give each group an envelope.
3. The group arranges all the sentences into as many different combinations as possible.
4. The completed conversations can be read to the group or to the class.
5. For writing practice, the group can write the developed conversations.
6. Game: The group that makes the most conversations in a given amount of time is the winner.

COMMUNICATION ACTIVITY

See Student's Handbook, page 104.

This provides an opportunity for using the language to get information or to get the listener to do something. Students concentrate on getting the message across, not on grammar. The instructions may be too difficult for students to read initially. However, once demonstrated carefully, using the blackboard if necessary, they can serve to expand reading comprehension. The instructions in the Student's Handbook are complete, except for those on page 66 which are elaborated later in this section.

TEACHING SUGGESTIONS

More Communication Activities

Create further paired communication activities similar to the one on page 104. For example, prepare a handout of pictures of consumer items and their prices. On one side, some of the prices are missing. The student must ask for them. The items are not numbered, so they must be identified by name or described. In the example below, which reviews names and titles, both sides of the page have missing information. Students ask such questions as:

What's Mrs. Smith's first name?
What's Pietro's last name?

A

Mrs. _____ Smith

Mr. Pietro Brunelli

Mr. _____ Tul

Miss Hana Mala

Mr. _____ Tran

Ms. Lilliana Drappel

B

Mrs. Jane Smith

Mr. Pietro _____

Mr. Jak Tul

Miss Hana _____

Mr. Kuk Tran

Ms. Lilliana _____

Procedure for Page 66

1. Divide the class in half. Half are the receptionists; half are the callers.
2. The first caller asks the first receptionist for an appointment. All the receptionists listen and record that appointment in their appointment books.
3. The second caller asks the second receptionist for an appointment. Again, all the receptionists record this appointment in their books.
4. Continue until all the appointments are made.
5. If the callers wrote down the dates, they now call back one by one, identify themselves, and check to see if their dates are correct.

or

If they did not write down the dates, they have now "forgotten" them. They call back to find out what they are and write them down.

6. All the callers walk over to the receptionists to "keep their appointments". The callers' dates are compared with those of the receptionists to make sure they are the same.

Alternative Procedure for Page 66

(This may first require a blackboard demonstration and some practice in pairs.)

1. Three students sit behind "receptionists" desks around the room. One is for the doctor, one for the dentist and one for the x-ray lab. Each desk has a sign. Each receptionist has a supply of appropriate appointment cards like these:

You have an appointment with

Dr. Mary Lee, M.D.

Name:
Time:
Date:

You have an appointment with

Dr. Bob Brown, D.D.S.

Name:
Time:
Date:

You have an appointment at

Main X-Ray Laboratory

Name:
Time:
Date:

-
-
2. The other students are "patients". Each one goes to one of the three desks, waits in line and then asks for an appointment. The receptionist records the appointment, fills out an appointment card and gives it to the patient.
 3. Patients return to their seats. Each one memorizes the date and time of his or her appointment.
 4. Teacher collects all the appointment cards. (The cards are "lost".)
 5. Each patient returns to the appropriate receptionist, introduces himself or herself and says something like: "I have an appointment at . . . with . . ."
The receptionist verifies the information in the appointment book, checks it off and makes an appropriate comment such as "Please have a seat. The doctor will see you in a moment."

SPEAKING ACTIVITY

See Student's Handbook, page 3.

This gives practice with a language item that comes from the unit or is related to the theme of the unit. It often involves sharing personal information. This information can be used for follow-up activities.

FOLLOW-UP ACTIVITIES

Simple Statistics

Teacher asks questions to elicit statistics. For example, after page 3:

1. How many people are there in the class?
2. How many men are there in the class?
3. How many women are there in the class?

If this **Speaking Activity** is expanded to include "Where are you from?" the teacher asks:

4. How many people are from ... (country)?
5. How many men are from ... (country)?
6. How many women are from ... (country)?

Answers are recorded on blackboard. Any mathematical discrepancy offers an opportunity to go back and use "checking" or "correcting" language.

Talking About One Another

This example is one way to elicit complete sentences rather than short answers.

Teacher: Where are you from?
Student 1: China.
Teacher: What about ... (student 3)?
Student 1: She's from India.
Teacher: What about ... (student 4)?
Student 1: He's from Korea.

Reading Charts

The complete sentences offered by the students are recorded on a chart or on the blackboard, e.g.

Roshan's from India.
Joong Yul's from Korea.

The class reads the sentences aloud until they can do so with ease.

Pair Work

One person sits with his or her back to the sentences. Partner dictates them. Afterwards, they check the dictation together.

READING or READING AND WRITING

See Student's Handbook, page 4.

*As in real life, this is intended for silent reading. Each is followed by an exercise that reflects the real purpose for reading. In this case, it is writing to fill out a form. In addition to that offered in the Student's Handbook, use other reading material such as ads, signs, consumer labels, directories, street maps, etc. A section below, **Basic Literacy**, offers suggestions for use with non-literate and semi-literate learners. Two approaches to basic reading are represented: the development of sight-reading ability and the development of sound symbol association. These activities may also apply to the rest of your class.*

TEACHING SUGGESTIONS

Form Filling

In the case of forms, the Students' Handbook presents a completed form which helps explain new vocabulary. Ask questions to check comprehension (not speaking), such as:

1. Is Tony the middle name? Is Tony the first name?
or
What's the first name?
2. What's your first name?

Other Writing

- o a telephone message
- o a greeting card
- o a note to a friend
- o a note from a parent to a teacher
- o a letter requesting information from an organization
- o a letter of complaint about a service or product
- o a letter to a store or business requesting prices

BASIC LITERACY*

These activities can be carried out with language from the Students' Handbook which is already familiar in spoken and printed form; or real material which you have already introduced in spoken and printed form, such as:

- o personal information about students (names, addresses)
- o number words (one, two, etc.)
- o street names in your area

* There are many good books and articles available to help you. A recent one is: "A Handbook for ESL Literacy" by J. Bell and B. Burnaby, published by OISE Press, 1984.

- o names of important buildings in your area
- o forms
- o labels on consumer goods
- o signs in buildings, supermarkets, buses, etc.
- o TV guides

Alphabet

- o Prepare two sets of cards for each pair of students, one of capital letters and one of small letters. One student holds up a capital letter; partner finds the corresponding small letter and holds it up.
- o For additional pair work, the first student says a letter, partner finds the card with that letter on it, or tries to write it.
- o Read the station names in the TV or Radio Guide (CBC, CJRT, etc.)

Physical Activities with Letters of the Alphabet

1. Give each person a name card and everyone lines up in alphabetical order.
2. Ask students to stand up if their name begins (or ends) with a specific letter.
3. Ask students to stand up when you give their initials.

Matching Single Sound to Symbol

Teacher says a word. Students find a word that starts (or ends) with the same sound (and at this stage, with the same letter). For example: **me, my, meet.**

Spelling Recognition

Students look at a group of words. Teacher spells one of them. Someone recognizes it by the spelling and says it.

Dictation

Students write each letter as teacher slowly spells a word.

Matching Speech to Print

- o Students hear a word or sentence and pick out the corresponding printed one. They identify it by pointing, or by saying an identifying number, or by picking up a flash card with that word or sentence on it.
- o Teacher prepares a handout of unnumbered words or sentences. Teacher says a word or sentence and a number. Students find the corresponding word or sentence and write that number beside it.

Reading and Comprehending

- o Students match names or street names to people in the class.
- o Prepare a name card for each student. Students arrange the cards to correspond to the seating arrangement of the class.
- o Students match number words to numbers or to pictures of dots.
- o Students match names and pictures of local places, e.g. subway, bus station, etc.
- o Using a **Vocabulary** page, students cover the text and look only at the pictures. Teacher writes a word on the blackboard; students identify it by giving the number of the corresponding picture. The same type of exercise can be done with the sentences of the **Conversation**.

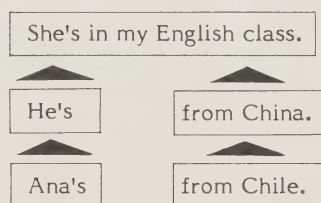
Jumbled Pictures

Students are given the pictures of the **Conversation** with the text underneath each one. They arrange them in logical order.

Jumbled Text

Teacher puts the sentences of the **Conversation** on flash cards. Students arrange them in logical order. Similarly, the words of a sentence can be presented on flash cards. (Include an extra word, a "joker".) Students arrange the words to make the sentence.

Cover-ups



Five flash cards are represented above. As indicated by the arrows, teacher can keep changing the sentence by covering (and uncovering) parts of it. Students read the sentence aloud before and after each cover-up. Additional sets of flash cards would enable students to do the cover-ups.

Bingo*

Using the example on page 44 in the Student's Handbook, prepare a handout listing at least 24, preferably more, simpler items to be used for listening comprehension. Here are some items that may interest your students:

- o To hear the names of the alphabet letters: **A B C D E F**
- o To hear the letter **n** in different positions: **no on pan nap**
- o To hear house numbers: **1006 2123 1109**
- o To distinguish between teens and tens: **13 30 14 40 15 50**

Reading Charts

Teacher records sentences, on blackboard or "Experience Chart" paper, that students have composed and are therefore able to sight-read. These sentences may be about a class field trip or personal experience.

* Adapted from Sound Bingo in "Developing Listening Comprehension Skills in E.S.L.," Worksheet 8, Module ESL 3, in "English as a Second Language Professional Development Modules" published by O.I.S.E. Press, 1984.

USEFUL INFORMATION

See Student's Handbook, page 34.

This provides useful information about life in Ontario. If it is difficult for your students, return to it at a later stage; or prepare them beforehand by explaining some of the vocabulary or presenting the information in a simpler way. The topics can be used as a follow-up or lead-in to discussions about personal experiences and cultural similarities and differences.

TEACHING SUGGESTIONS

Reading

Students read the page at least once silently. They tell the teacher which words they don't understand.

Comprehension Questions

These include **True** or **False** questions and multiple-choice questions.

Hypothetical Situations

Teacher describes situations, each with a problem to solve or a question to answer. Students look at the text and tell how they would solve the problem or where they would look for the answer.

Jumbled Text

Teacher photocopies the groups of sentences with or without the pictures. Students arrange the sentences in an order that makes sense. Often, more than one "correct" arrangement will be possible.

Pair Work

Pair a non-literate person with a literate one. The latter reads out one sentence or group of sentences; partner identifies the corresponding picture by number. Teacher circulates, giving pronunciation help to those reading aloud.

Groups

Arrange students into several groups. Give copies of the pictures without the text to each group. The group writes whatever they can remember of the accompanying text.

Research

Students role-play calling for information. One student follows up with a real telephone call and reports back to the class. Or students could write letters asking for information.

FINDING MORE USEFUL INFORMATION

Many publications containing useful information are available. Each publication listed below contains pictures, simple charts or limited text that seems suitable for classroom use. The number beside each publication indicates the related unit in the Student's Handbook. After examining a copy, you can decide whether it is worthwhile ordering a class set.

Subject or Title	Source
"Foodland Ontario Availability Guide" showing the best months for fruits and vegetables, 9 or 12	Ontario Ministry of Agriculture and Food Foodland Ontario Legislative Buildings Queen's Park, Toronto M7A 1A6
"Canada's Food Guide" 12	Ontario Ministry of Health Health Promotion and Information Branch 9th Floor, Hepburn Block Queen's Park, Toronto M7A 1S2
"Iron: Mother Nature's Own Invigorating Tonic" 12	Ontario Ministry of Health Health Promotion and Information Branch 9th Floor, Hepburn Block Queen's Park, Toronto M7A 1S2
"Food Storage in the Home" 12	Agriculture, Canada Enquiries Unit Ottawa, K1A 0C7
"It Pays to Read Your Labels" 12	Consumer and Corporate Affairs Canada Communications Advisor 6th Floor 4900 Yonge Street Willowdale, Ontario M2N 6B8
"Follow the Signs" a guide to understanding clothing care labels, 13	Consumer and Corporate Affairs Canada Communications Advisor 6th Floor 4900 Yonge Street Willowdale, Ontario M2N 6B8

"The Joys of Stamp Collecting" **14**

The Joys of Stamp Collecting
Canada Post Corp.
Corporate Communications
Public Relations
Sir Alexander Campbell Building
Ottawa, K1A 1B1

"Reflections of Canada" bookcover
showing stamps, **14**

Bookcovers
Canada Post Corp.
Corporate Communications
Public Relations
Sir Alexander Campbell Building
Ottawa, K1A 1B1

"Please make my world safe"* a
guide to the prevention of preschool
children's accidents, **17**

Hospital for Sick Children
The Medical Records Department
555 University Avenue
Toronto, Ontario
M5G 1X8

Safety on the job (posters,
stickers, not free) **17**

Construction Safety Association
of Ontario
74 Victoria Street
Toronto, M5C 2A5

Accident prevention on the
job (posters, not free) **17**

Ontario Hospital Association
8th Floor, 150 Ferrand Drive
Don Mills, Ontario
M3C 1H6

"Tots at the Table: A Parent's
Guide to Feeding Young Children"
18, 21, or 28

Your local Department of Public Health

* In future this booklet should be available in different languages.

"Ontario Fast Facts" **23, 30, 31, etc.**

Ontario Ministry of Industry and Trade
Communications Branch
9th Floor, Hearst Block
900 Bay Street
Toronto, M7A 2E3

"Official Road Map" **32**

Ontario Ministry of Transportation
and Communications
Local District Office

"Driver's Manual for
Adult New Readers" **32**

Ministry of Transportation and
Communications
1201 Wilson Avenue
1st Floor, West Tower
Downsview, M3M 1J8

For a broad list of publications, see **A Bibliography of Informational Pamphlets and Brochures**, which is frequently updated and lists any languages into which the publication has been translated. It is available free, one per teacher or office, from:

**Newcomer Services Branch
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9**

Telephone: 965-9919

GRAMMAR

See Student's Handbook, page 41.

*Grammar** is presented in a separate section of the unit so that it does not interfere with the attempt to communicate. During speaking activities, teacher could note grammar errors and later prepare corrective exercises. The level of the class will determine whether or not you use grammatical terms such as pronoun, verb, past tense. Your students may understand the textbook explanation better if you demonstrate it first with their books closed.

TEACHING SUGGESTIONS

Pair Work

Prepare a handout using sentences from several different units, similar to those below. This technique can be adapted for other grammatical items.

- o "Change from the short form to the long form".

A

1. I'm Tony.
2. She's tired.
3. No. I don't.

B

- I am Tony.
- She is tired.
- No. I do not.

- o Change from **you** to **she**.

A

1. Do you work?
2. Are you tired?
3. Can you dance?

B

- Does she work?
- Is she tired?
- Can she dance?

One person only receives the handout, reads the instruction to partner and then reads a sentence from column A. Partner either says or writes the response.

* There are good reference texts available for teachers, for example: "A Grammar of Contemporary English" by Quirk, Greenbaum, Leech and Svartvik, published by Longman Group Limited, 1972; and "Longman Dictionary of Phrasal Verbs" by Rosemary Courtney, 1983.

Personal Information

- o Students ask partners questions from a handout and record the answers. This handout gives practice with the modal **can**:

Can you:

- swim?
 - play a musical instrument? Which one?
 - speak a third language? Which one?
- o Each person walks around the class asking questions and recording the answers on a handout. This handout gives practice with the present perfect tense:

NAMES OF STUDENTS	ANA	TONY	MARIA
Have you ever eaten octopus?	X	X	✓
Have you ever written a letter to a government official?	✓	X	X
Have you ever swum in the ocean?	✓	✓	✓

Cloze Exercise

Teacher replaces, with blanks, specific grammar items from a familiar paragraph or group of sentences. Students insert the missing items. Items that could be reviewed this way include:

- o prepositions
- o the verb **Be (am, is, are)**

PRONUNCIATION

See Student's Handbook, page 12.

Pronunciation items are presented in the form of listening exercises. In other speaking activities, be cautious about interrupting the flow of communication to correct pronunciation, especially if it does not affect intelligibility. Note the problem and provide some exercises later. Keep these short because the concentration needed is intense. Besides, spending a longer time will not prevent the necessity for returning again (and again) to the same item.*

TEACHING SUGGESTIONS

Pair Work

Following a listening activity such as the one on page 12, students check one another's intelligibility. One person says either item a or b. Partner writes what she or he heard.

* There are many books and articles available on pronunciation. Many have drawings of the mouth to show the articulation of consonants and vowels. One recent text which mentions Canadian vowels is: "Vowel Dimensions" by Howard B. Woods, published by the Public Service Commission of Canada, 1982.

EXTRA STUDY

See Student's Handbook, pages 7-8.

*This is for independent work by the more capable students in a multi-level class. It will help free the teacher to work with other students on basic literacy, pronunciation, etc. Although **Extra Study** includes instructions, demonstrate the procedure. In the case of crossword puzzles, students may wish to use their bilingual dictionaries. If **Extra Study** is too difficult for the upper level of your class, then see the suggestions below for handouts. Following the handouts, further sources of independent work are pointed out.*

HANDOUTS

Vocabulary Exercises

These examples make use of the illustrations in the Students' Handbook.

Nouns

"Turn to Unit 1, page 1, and complete each sentence. Choose from these nouns."

sweater dark classroom beard.

1. Ana and Tony are in the _____.
2. Tony has a _____.
3. Ana has _____ hair.
4. Tony is wearing a _____.

Prepositions

"Turn to Unit 1, page 1, and complete each sentence. Choose from these prepositions."

down into up at

1. In picture c, Tony is coming _____ the classroom.
2. In picture c, Ana is looking _____.
3. In picture d, Ana is looking _____.
4. In picture 6, Ana is pointing _____ the map.

Foods

"Turn to Unit 18, page 154. Read each description below and write the name of the food beside it."

1. This is a small, round, blue fruit. _____
2. This is a dark green, leafy vegetable. _____
3. This is white and lumpy and made from milk. _____
4. This swims in the lake. _____

Teacher's Guide

Most of the pair or group work suggestions in this Guide can be done without the teacher.

Grammar exercises often lend themselves to independent study and the teacher could provide an answer key.

Students' Handbook

Any activity in the Student's Handbook that provides separate illustrations and text can be reviewed independently. Students look at the pictures and say or write the accompanying sentences. This can be done individually, in pairs, or in groups, depending on the difficulty.

Dictation from the text can be done by a student instead of the teacher.

For use in self-study, many exercises in the Students' Handbook have answers in the Answer Key.

In choosing items for independent study, keep in mind that it will not be practical to return to that item with the whole class, since some students would have an advantage over others.

PHOTO STORY

See Student's Handbook, pages 185-186.

Now that students have more English, the illustrations of the **Conversation** are replaced by photographs, which can generate more language activities. The same characters - Ana, Tony, Lou and his family, are followed through further events in their lives. The dialogue has a more natural flow and is presented for comprehension; only some lines are selected for speaking purposes (in **Dialogues With Choices**, **Photos Without Words** and **Speaking Activity With Choices**). Teacher decides whether the language selected is too much or too little.

TEACHING SUGGESTIONS

Recognition of the Sentences

Familiarize your class with the sound of the **Photo Story** dialogue. Some of the "Listening Activities" used for the **Conservation** can be adapted here.

Comprehension of Meaning

Here are three examples of comprehension activities. (They are worthwhile only if the language used is easier than the language being checked for comprehension).

1. Students check off the closest meaning.
 - a) Let's sit in the kitchen.
☐ I want us to sit in the kitchen.
☐ I don't want us to sit in the kitchen.
 - b) It's cool in there.
☐ It's not hot in there; it's comfortable.
☐ It's cold in there; it's not comfortable.
 - c) a cold drink instead of coffee
☐ a cold drink and coffee
☐ a cold drink but no coffee
2. The teacher asks informal questions:
 - When you say "weekend," which two days do you mean?
 - Does "cool" have a negative or positive meaning here?
 - Which cold drinks do you like?
3. Students write **true** or **false** beside each sentence.

The weather is good.

Ana wants the same weather on the weekend.

Ana has time for coffee.

Jean wants to have coffee in the garden.

Ana wants a cold drink.

Vocabulary

Use a word from the photo story for vocabulary expansion, e.g.

Beautiful: Describing the weather (cloudy, sunny, windy, etc.)

Cool: Describing the temperature (warm, humid, hot, etc.)

Cool: Other usage (Describing emotions or colours)

Cream and sugar: Ordering coffee (black, double cream, etc.)

Speaking Activities

1. Ask students to comment and make guesses about the characters, e.g., where they think Ana is going, how well they think Ana knows Jean, etc.
2. Personal discussion on a related area, e.g.
 - o Gardening, baking and other hobbies.
 - o Drinks. "What do you like?"
 - o Invitations. "If you were inviting someone in, would it be for coffee or for something else?"
3. Cultural questions for discussion, e.g.
 - o If Ana didn't want to come in for coffee, would Jean be insulted?
 - o How could Ana say "no" without insulting Jean?
 - o How long do you feel you should know someone before inviting them in?
4. Questions on related cultural topics, e.g.,
 - o If you're invited for dinner, do you bring something?
 - o Is it acceptable to drop in without telephoning first?
 - o If you want to get to know someone, how can you take the first step?
 - o Is a person who says "Give me a call" being sincere?
5. Students role-play their version of the photo story.
6. Students improvise other situations, e.g.,
 - o Ana refuses Jean's invitation.
 - o Ana has just moved into the neighbourhood, and Jean makes the first move to get to know her.
 - o Ana invites Jean for dinner.

DIALOGUES WITH CHOICES

See Student's Handbook, pages 187-188.

*Language functions from the **Photo Story**, such as talking about the weather, or compliments, are presented for speaking purposes. A choice is given, usually between different ways of saying the same thing. Occasionally the choice involves what is said. Students get lots of pair practice by alternating choices and by substituting different words.*

TEACHING SUGGESTIONS

The first time you present this activity, follow the steps below. They refer to Part I on page 187.

- o Show that person A has a choice between sentences 1 and 2, and person B, between 3 and 4. Ask the class how many dialogues are possible and put the numbers for all four dialogues on the blackboard.

1. A1 B3
2. A2 B4

3. A1 B4
4. A2 B3

- o Ask the class how further dialogues can be made, i.e. by substituting words in the brackets and by partners switching roles. Have some of the dialogues demonstrated.

Once students are working independently in pairs, teacher is free to circulate and help with pronunciation, etc.

PHOTOS WITHOUT WORDS

See Student's Handbook, page 189.

*The photos selected from the **Photo Story** contain language that is fairly easy to recall and include some items that were practised in **Dialogues with Choices**. Students speak for the characters with whatever degree of fluency they can, even if they don't remember the exact words.*

TEACHING SUGGESTIONS

Some of the suggestions in other sections of this Guide can be adapted for use here. See:

Conversation
Words For The Conversation
Useful Information

SPEAKING ACTIVITY WITH CHOICES

See Student's Handbook, page 190.

Earlier language is brought together for review in various combinations and situations. After a class demonstration, students make dialogues in pairs.

TEACHING SUGGESTIONS

Some elements may need clarification:

- o Some students may not realize that the instruction is not what they say.
- o Where no examples are given, students may not know how to say a line. You can help individuals once the class is working in pairs; or demonstrate possible lines with the whole class beforehand.
- o Put numbers on the blackboard showing the possible dialogues, for example in Part I on page 190:

First dialogue: 1,2,3

Second dialogue: 1,2,4

Then ask two students to demonstrate the dialogues.

CULTURAL DISCUSSION

See Student's Handbook, page 201.

This presents information about Canadian life and encourages students to talk about what they are experts on, life in their native country.

TEACHING SUGGESTIONS

Reading

Students read the passage in the box silently and ask for help with anything they don't understand.

True or False

Students listen as teacher gives sentences based on the reading passage, and either write or say **True** or **False**. (See examples on page 194.)

Class Discussion

List words or phrases that students may need when they talk about the given topic. If necessary, also list questions to guide them. (See examples on page 194.)

Pair Work

Partners carry on a similar discussion on the same broad topic, giving everyone a chance to speak and to elaborate.

CONTENTS OF THE STUDENT'S HANDBOOK

PART 1

Page

UNIT 1: SELF-INTRODUCTIONS

CONVERSATION: Tony Meets Ana	1
WORDS FOR THE CONVERSATION	2
THE ENGLISH ALPHABET	3
SPEAKING ACTIVITY	3
READING AND WRITING: Names and Titles on a Form	4-5
GRAMMAR: The Verb Be (I'm....)	6
EXTRA STUDY: Immigration to Ontario	7-8
EXTRA STUDY: Crossword Puzzle	8

UNIT 2: GETTING CHANGE

VOCABULARY: For the Conversation	9
CONVERSATION: Ana Asks For Change	9
WORDS FOR THE CONVERSATION	10
READING: Coffee Machine	10
VOCABULARY: Coins and Bills	11
COMMUNICATION ACTIVITY: Getting Change	11
NUMBERS: Zero to One Hundred	12
PRONUNCIATION (13 vs. 30)	12
GRAMMAR: Questions with Do (Do you have...?)	13
EXTRA STUDY: Writing Cheques	14

UNIT 3: PERSONAL IDENTIFICATION

VOCABULARY: For the Conversation	15
CONVERSATION: Walking Home	15
WORDS FOR THE CONVERSATION	16
PRONUNCIATION (walk vs. work ; 14 vs. 40)	16
READING AND WRITING: Addresses	17-18
SPEAKING ACTIVITY	18
GRAMMAR: Questions with Where (Where do you live/work?)	19
EXTRA STUDY: Crossword Puzzle	20
EXTRA STUDY: Kinds of Streets and Abbreviations	20

UNIT 4: INTRODUCTION OF OTHERS

CONVERSATION: Ana Meets Lou	21
WORDS FOR THE CONVERSATION	22
EXTENSION WITH CHOICES: Introducing Others	23
COMMUNICATION ACTIVITY: Photos From Home	23

USEFUL INFORMATION: Social Insurance Number	24
READING AND WRITING: Application for a Social Insurance Number ...	24
GRAMMAR: The Verb Be (She's/He's from)	25
PRONUNCIATION (stressed syllables)	26
EXTRA STUDY: The Family	27
EXTRA STUDY: Crossword Puzzle	28
EXTRA STUDY: Two-line Dialogues	29

UNIT 5: EMERGENCIES

VOCABULARY: For the Conversation	30
CONVERSATION: Lou Calls Emergency	30-31
WORDS FOR THE CONVERSATION	32
SPELLING	33
SPEAKING ACTIVITY	33
EMERGENCY TELEPHONE NUMBERS	33
USEFUL INFORMATION: If Your Child Swallows Poison	34
USEFUL INFORMATION: The Fire Department	35
PRONUNCIATION (stressed syllables)	35

UNIT 6: SAYING HOW YOU FEEL

VOCABULARY: For the Conversation	36
CONVERSATION: Lou is Tired	36-37
WORDS FOR THE CONVERSATION	38
EXTENSION WITH CHOICES	39
READING AND WRITING: Ontario Health Insurance Plan (OHIP)	40
GRAMMAR: Past Form of the Verb Be (He/She was at ...)	41
USEFUL INFORMATION: Finding a Doctor or Dentist	42
EXTRA STUDY: Crossword Puzzle	43
PRONUNCIATION (is vs. was)	43
BINGO GAME	44

UNIT 7: TELLING THE TIME

CONVERSATION: Lou Asks for the Time	45
WORDS FOR THE CONVERSATION	46
CLOCK TIMES AROUND THE WORLD	47
TELLING TIME	48-49
PRONUNCIATION (teens vs. tens)	49
THE TIME OF DAY: Morning, Afternoon and Evening	50
GRAMMAR: Negative Sentences with Don't (I don't)	51
EXTRA STUDY: Personal Journal	52
EXTRA STUDY: Kinds of Clocks	52

UNIT 8: GETTING HELP WITH ENGLISH

CONVERSATION: Tony Asks Lou for Help	53
WORDS FOR THE CONVERSATION	54
EXTENSION WITH CHOICES: Getting Help with English	55
PRONUNCIATION: Review of Alphabet Letters	56
SPEAKING ACTIVITY: Asking for Help with the Alphabet	57
COMMUNICATION ACTIVITY: The Parts of the Body	58-59
PRONUNCIATION (stressed syllables)	59
SPEAKING ACTIVITY	59
EXTRA STUDY: Languages of the World	60

UNIT 9: TALKING ABOUT CALENDAR TIME

VOCABULARY: For the Conversation	61
CONVERSATION: A Doctor's Appointment for Ken	61
WORDS FOR THE CONVERSATION	62
PRONUNCIATION (Tuesday vs. Thursday)	62
VOCABULARY: The Calendar	63-64
LISTENING ACTIVITY: Calendar Dates	65
SPEAKING ACTIVITY	65
COMMUNICATION ACTIVITY: Calling for an Appointment	66
GRAMMAR: Verbs with s Added (He/She works/lives....)	67
USEFUL INFORMATION: Holidays and Other Special Days	68
EXTRA STUDY: More About Holidays and Other Special Days	69
EXTRA STUDY: Crossword Puzzle	70

UNIT 10: FINDING YOUR WAY AROUND

CONVERSATION: Lou and Ken Take the Bus	71
WORDS FOR THE CONVERSATION	72
READING: Bus Routes	73
COMMUNICATION ACTIVITY: Asking for the Right Bus	74
USEFUL INFORMATION: You Want to Get Off the Bus	74
GRAMMAR I: Questions with Does	75
VOCABULARY: For Listening	76
LISTENING ACTIVITY: Find the Place	77
GRAMMAR II: Questions with Where (Where do/does ...?)	78
READING: Bus Signs	79
PRONUNCIATION (he vs. she in questions; stressed syllables)	80
EXTRA STUDY: Two-line Dialogues	81
EXTRA STUDY: Crossword Puzzle	81

UNIT 11: GETTING DIRECTIONS INSIDE

CONVERSATION: Ken Asks For Directions	82
EXTENSION WITH CHOICES	83
READING: Signs in a Building	83-84
WORDS FOR THE CONVERSATION	84
VOCABULARY: For the Listening Activity	85
LISTENING ACTIVITY: Find the Place	86
COMMUNICATION ACTIVITY: Directions	87
VOCABULARY: The Floors of a Building	88
GRAMMAR: Question-word Questions with Is	89
PRONUNCIATION: The Sound ()	90-91
PRONUNCIATION: Noun Compounds	91

UNIT 12: SHOPPING FOR GROCERIES

VOCABULARY: For the Conversation	92
CONVERSATION: Lou and Su Ping Go Shopping	92
COMMUNICATION ACTIVITY: The Price of Groceries	93
USEFUL INFORMATION: Grocery Products Without Brand Names	93
READING: Expiry and Packaging Dates	94
SPEAKING ACTIVITY: Directions in the Supermarket	95
GRAMMAR: Negative Sentences with Doesn't	96-97
PRONUNCIATION: The Sounds (ē) and (i)	98
WORDS FOR THE CONVERSATION	99
EXTRA STUDY: Crossword Puzzle	99

UNIT 13: SHOPPING FOR CLOTHES

VOCABULARY: For the Conversation	100
CONVERSATION: Su Ping Goes Shopping for Shoes	101
EXTENSION WITH CHOICES	102
READING: Instructions for Care of Clothing	102-103
READING: Hours of Business	103
COMMUNICATION ACTIVITY: Hours of Business	104
WORDS FOR THE CONVERSATION	104
USEFUL INFORMATION: Returning an Item	105
USEFUL INFORMATION: Winter Clothing	106
GRAMMAR AND PRONUNCIATION: Plural Nouns	107-108
EXTRA STUDY: Spelling	109
EXTRA STUDY: Crossword Puzzle	109

UNIT 14: IN THE POST OFFICE

CONVERSATION: Ana Goes to the Post Office	110
EXTENSION WITH CHOICES	111
SPEAKING ACTIVITY	111
VOCABULARY: Stamps	112
COMMUNICATION ACTIVITY: Buying Stamps	112
READING AND WRITING: Customs Declaration	113
USEFUL INFORMATION: Registered Mail	114
GRAMMAR: Yes and No Questions with Is and Are	115
PRONUNCIATION: Is he vs. He is	116
WORDS FOR THE CONVERSATION	116

UNIT 15: OCCUPATIONS

VOCABULARY: For the Conversation	117
CONVERSATION: Tony and Lou Talk About Their Occupations	117
USEFUL INFORMATION: Looking for Good Service	118
READING: The Yellow Pages	119
WORDS FOR THE CONVERSATION	119
SPEAKING ACTIVITY: Occupations	119
READING: Advertisements from the Yellow Pages	120
GRAMMAR AND PRONUNCIATION: The Past Tense (regular and irregular verbs, and questions)	121-123
PRONUNCIATION: Pronouns in Past Tense Questions	124
PRONUNCIATION: The Past vs. The Present	124

MAP OF CANADA	125
---------------------	-----

ANSWER KEY	126-130
------------------	---------

APPENDIX: Irregular Verbs	131
---------------------------------	-----

INTRODUCTION TO PART 2	132
------------------------------	-----

PART 2

Page

SUMMARY OF PART 1

UNIT 16: YOUR FIRST JOB

VOCABULARY: For the Conversation	133
BEFORE THE CONVERSATION: Ana Gets a Job	133
CONVERSATION: Ana's First Job	134
EXTENSION WITH CHOICES	135
COMMUNICATION ACTIVITY	135
WORDS FOR THE CONVERSATION	136
COMMUNICATION ACTIVITY: How You Feel	136
READING AND WRITING: Job Application Form	137-138
USEFUL INFORMATION: Job Application Form	139
GRAMMAR: More About the Verb Be (all persons, present tense)	140
PRONUNCIATION: Singular vs. Plural	141
EXTRA STUDY: Crossword Puzzle	141

UNIT 17: INSISTING ON SAFETY

VOCABULARY: For the Conversation	142
CONVERSATION: Ana Insists on Safety	143
EXTENSION WITH CHOICES	144
SPEAKING ACTIVITY	144
WORDS FOR THE CONVERSATION	144
READING: Safety Signs	145-146
USEFUL INFORMATION: The Right to Refuse	147
GRAMMAR I: Making Offers With Will (I'll get/call)	148
GRAMMAR II: Want Before a Verb (all persons, affirmative and negative)	149

UNIT 18: MAKING COMPLAINTS

VOCABULARY: For the Conversation	150
CONVERSATION: Lou's Family in the Restaurant	151
EXTENSION WITH CHOICES	152
GRAMMAR: Negative Statements in the Past (all persons)	153
VOCABULARY: From the Menu	154
READING: Restaurant Menu	155
PERSONAL: Things You Like/Don't Like on the Menu	155
SPEAKING ACTIVITIES	156
WORDS FOR THE CONVERSATION	157
EXTRA STUDY: Crossword Puzzle	157

UNIT 19: CALLING IN TO REPORT ABSENCE

CONVERSATION: Ana Calls In Sick	158
READING: Handwritten Telephone Messages	159
EXPRESSIONS OF TIME: Future and Past	160-161
WORDS FOR THE CONVERSATION	161
GRAMMAR AND PRONUNCIATION: Can and Can't (all persons)	162-163
BINGO GAME	163
USEFUL INFORMATION: Sick Leave	164

UNIT 20: DAYCARE FOR YOUR CHILD

VOCABULARY: For the Conversation	165
CONVERSATION: Su Ping Calls A Daycare Centre	165
USEFUL INFORMATION: Choosing A Daycare Centre	166
COMMUNICATION ACTIVITY: Choosing A Daycare Centre	167-168
WORDS FOR THE CONVERSATION	169
SPEAKING ACTIVITY	169
GRAMMAR: Negative Statements With the Verb Be (all persons)	170-171
PRONUNCIATION: Affirmative vs. Negative	171

UNIT 21: IN THE DRUGSTORE

CONVERSATION: Getting a Prescription Filled	172
USEFUL INFORMATION: Prescription Drugs	173
READING: Instruction Labels for Drugs	174-175
WORDS FOR THE CONVERSATION	175
GRAMMAR: Questions with Will (How much/when will....?)	176

UNIT 22: SUBJECTS AT SCHOOL

BEFORE THE CONVERSATION: David's Progress Report	177
VOCABULARY: For the Conversation	177
CONVERSATION: A Parent-Teacher Interview	178
USEFUL INFORMATION: Education in Ontario	179-180
SPEAKING ACTIVITY	180
READING AND WRITING: Notes From Home	181
WORDS FOR THE CONVERSATION	181
VOCABULARY: For the Reading	182
READING: An Achievement or Progress Report	183
GRAMMAR: Do or Does as the Main Verb	184

UNIT 23: INVITATION

PHOTO STORY: A Neighbour Invites Ana in for Coffee	185-186
DIALOGUES WITH CHOICES	187-188
PHOTOS WITHOUT WORDS	189
SPEAKING ACTIVITY WITH CHOICES	190
READING: The Weather and Temperature	191
USEFUL INFORMATION: Daylight Saving Time	192
GRAMMAR AND PRONUNCIATION: The Possessive (adjectives and 's) .	193
CULTURAL DISCUSSION: Neighbours	194

UNIT 24: SOCIAL VISIT

PHOTO STORY: Ana and Her Neighbour	195-196
DIALOGUES WITH CHOICES	197
PHOTOS WITHOUT WORDS	198
SPEAKING ACTIVITY WITH CHOICES	199
GRAMMAR: The Present Continuous Tense (all persons, for present and future)	200
CULTURAL DISCUSSION: Summer Holidays	201
PRONUNCIATION: Markings on Stressed Syllables	201

UNIT 25: JOB UPGRADING

PHOTO STORY: Ana Talks to Her Employer	202-204
DIALOGUES WITH CHOICES	205
PHOTOS WITHOUT WORDS	206
SPEAKING ACTIVITY WITH CHOICES	207
READING: Courses for Job Upgrading	208-209
GRAMMAR: Object Forms of Pronouns	209
GRAMMAR: Going To with a Verb (all persons)	210
CULTURAL DISCUSSION: Women Working	210

UNIT 26: UNEMPLOYMENT INSURANCE

PHOTO STORY: Tony is Out of Work	211-214
DIALOGUES WITH CHOICES	215
PHOTOS WITHOUT WORDS	216
SPEAKING ACTIVITY WITH CHOICES	217
READING AND WRITING: Application for U.I. Benefits	218
COMMUNICATION ACTIVITY: Interview	219
GRAMMAR: Won't (in predictions)	219
CULTURAL DISCUSSION: Unemployment Insurance	220
PRONUNCIATION: Markings on Stressed Syllables	220

UNIT 27: LOOKING FOR WORK

PHOTO STORY: Tony Looks for a Job	221-223
DIALOGUES WITH CHOICES	224
PHOTOS WITHOUT WORDS	225
SPEAKING ACTIVITY WITH CHOICES	225
USEFUL INFORMATION: Looking for a Job	226
READING: Job Advertisements in the Newspaper	226
GRAMMAR: Two-word Verbs	227

UNIT 28: APPLYING FOR A JOB

PHOTO STORY: Tony Gets a Job	228-232
DIALOGUES WITH CHOICES	233
PHOTOS WITHOUT WORDS	233
SPEAKING ACTIVITY WITH CHOICES	234
PRONUNCIATION: Markings on Stressed Syllables	234
COMMUNICATION ACTIVITY: Job Interview	235
GRAMMAR: Two-word Verbs with Objects	236
CULTURAL DISCUSSION: Senior Citizens	237
USEFUL INFORMATION	237

UNIT 29: IN THE DOCTOR'S OFFICE

PHOTO STORY: Tony Gets His Medical	238-239
DIALOGUES WITH CHOICES	240
LISTENING ACTIVITY: Doctor's Instructions	241
USEFUL INFORMATION: Medical Care	242
GRAMMAR: The Present Perfect Tense (all persons)	242-243
READING AND WRITING: Confidential Health History	244

UNIT 30: GETTING A MISTAKE CORRECTED

PHOTO STORY: Ana's Pay Cheque is Wrong	245-246
DIALOGUES WITH CHOICES	247
PHOTOS WITHOUT WORDS	247
SPEAKING ACTIVITY WITH CHOICES	248
READING: Statement of Earnings	248-249
USEFUL INFORMATION: Employment Standards	250
GRAMMAR: Negative Statements in the Present Perfect	250

UNIT 31: LOOKING FOR A ROOM

PHOTO STORY: Ana Has to Move	251-253
DIALOGUES WITH CHOICES	254
PHOTOS WITHOUT WORDS	254
SPEAKING ACTIVITY WITH CHOICES	255
GRAMMAR I: Would like	256
COMMUNICATION ACTIVITY: Locations in a Room	257
USEFUL INFORMATION: The Ontario Human Rights Code	258
USEFUL INFORMATION: Changing your Address	258
GRAMMAR II: Reflexive Pronouns	259

UNIT 32: TAKING A TRIP

PHOTO STORY: The McMichael Canadian Collection	260-264
DIALOGUES WITH CHOICES	265
PHOTOS WITHOUT WORDS	265
SPEAKING ACTIVITY WITH CHOICES	266
LISTENING ACTIVITY: Bus Schedules	266
READING AND WRITING: Entertainment	267
USEFUL INFORMATION: You and the Law	267
READING: Ontario's Major Industries	268
USEFUL INFORMATION: Where to Find It	269
ANSWER KEY	270-272
APPENDIX: Irregular Verbs	273-274



Ministry of
Citizenship

Ontario

D2168 1/89 5M (Rep)
ISBN 0-7743-9400-5